Digital Library | Smarter Balanced Assessment Consortium

Nancy Thomas Price | Notifications | Feedback | Favorites | Help | Search

Instructional | Professional Learning | Playlist | Resource Review | My Resources | Forums | Reports

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Instructional Resources

Instructional Resources include ideas, activities, tools, and lessons designed to enhance instruction and supplement curriculum within K-12 classrooms.

Professional Learning Resources

Professional Learning Resources focus on educator professional development, mentoring, and coaching, and have utility in professional learning communities.

Playlist Resources

Playlists are collections of Digital Library resources that all focus on the same or similar content, and are organized into progressions of skills or understanding.

FEATURED RESOURCE

Smarter Balanced Connections Playlist: Grade 3 Number and Operations in Base Ten

CONTRIBUTED BY
Heidi

Other, | 11 Posted Resources

Connections Playlists are intended to assist educators in advancing student learning and growth. By considering interim assessment results along with other classroom assessment and professional judgment, educators can decide how to use Digital Library resources to support their instruction....

GRADES

Grade 3

FORMATIVE ASSESSMENT ATTRIBUTES

Clarify Intended Learning

Elicit Evidence | Interpret Evidence

Act on Evidence

The Digital Library

by Smarter Balanced

August 29, 2017

Adopted Standards	**7 years ago**
Required Standards	
1st Assessment	**5 years ago**
Current Assessment	
Fully Operational System	**3 years ago**

OVERVIEW

A Balanced Assessment System

Information and tools to support teaching and learning

DIGITAL LIBRARY — 80%

formative

An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS — 15%

Optional and flexible tests given throughout the year to help teachers monitor student progress

SUMMATIVE ASSESSMENTS — 5%

Year-end assessments for grades 3–8 and 11 with a computer adaptive test and performance tasks in math and English

Standards

Through the Assessment

Because…this is where change happens

This system was designed to support teachers to facilitate student mastery of state standards.

ISAT assessment system: The Digital Library
Learning goals for today's webinar

1. *Understand concepts of 'formative assessment'*
2. *Know facts and how to use the Digital Library*
3. *Understand how the Digital Library is aligned to other parts of the ISAT system*

The case for student involvement and confidence

"If our students are convinced they can be successful – if they have the self-efficacy – they are likely to try harder and persist longer when they face obstacles. Confident students believe they can eventually learn anything. They will try harder and persist longer because they have what Kanter calls a *grounded optimism*; their confidence is based upon a track record of success and not simply an inflated level of false hope."
Tom Schimmer

Understand concepts of 'formative assessment'

Smarter Balanced Assessment Consortium

The Formative Assessment Process

The Smarter Balanced Assessment Consortium is an organization of member states committed to providing tools and resources that support teaching and learning. The three core components of the Smarter Balanced Assessment System are summative assessments, interim assessments, and formative assessment practices.

Formative Assessment is a **deliberate process** used by **teachers and students during instruction** that provides actionable feedback used to **adjust ongoing teaching and learning strategies** to improve students' attainment of curricular learning targets/goals.

There are four attributes in the Formative Assessment Process, represented graphically as a clover:

- Clarify intended learning
- Elicit evidence
- Interpret evidence
- Act on evidence

Two important components of **clarifying intended learning**, the first attribute of the Formative Assessment Process, are learning goals and success criteria. Learning goals state what students will know by the end of the lesson. They describe "big ideas" or concepts that are transferable and reflect the intent of the Common Core State Standards. Learning goals are written in student-friendly language, beginning with, "I understand." Success criteria define the evidence that teachers and students use to determine how students are progressing toward the learning goals. They are also written in student-friendly language, but begin with "I can."

The second attribute of the Formative Assessment Process, **eliciting evidence**, provides the information teachers and students need to determine where students are in their progress toward the intended learning. The evidence should be tightly aligned to the learning goals and is defined by the success criteria. Experts suggest that teachers and students consider student needs, interests, and learning styles when deciding how to elicit evidence so that students have a choice of different ways to meet the success criteria. It's also important to use multiple sources of evidence to draw accurate conclusions about student learning.

Teachers and students **interpret the evidence** they collect to determine where students are in relation to the learning goals and success criteria, identifying what students understand and don't yet understand. Students can independently analyze evidence of their own learning, though they benefit from sharing and discussing their interpretations with teachers and peers. Through careful analysis of the evidence, teachers and peers are able to provide actionable feedback. It is important to note that interpreting evidence is not a single event. Rather, evidence is interpreted in the Formative Assessment Process on an ongoing basis throughout instruction.

In the Formative Assessment Process, **acting on evidence** comes after teachers and students have clarified the learning and elicited and interpreted evidence of the learning. Once the evidence is interpreted, teachers and students use actionable feedback to determine next steps to continue to move learning forward. The steps may not be the same for all students and must take into consideration each student's readiness, interests, and learning preferences.

SmarterBalanced.org

DEPARTMENT OF EDUCATION
STATE OF IDAHO

idaho.portal.airast.org

What is the formative assessment process and what does the Digital Library have to do with it?

The Formative Assessment Process and the Digital Library

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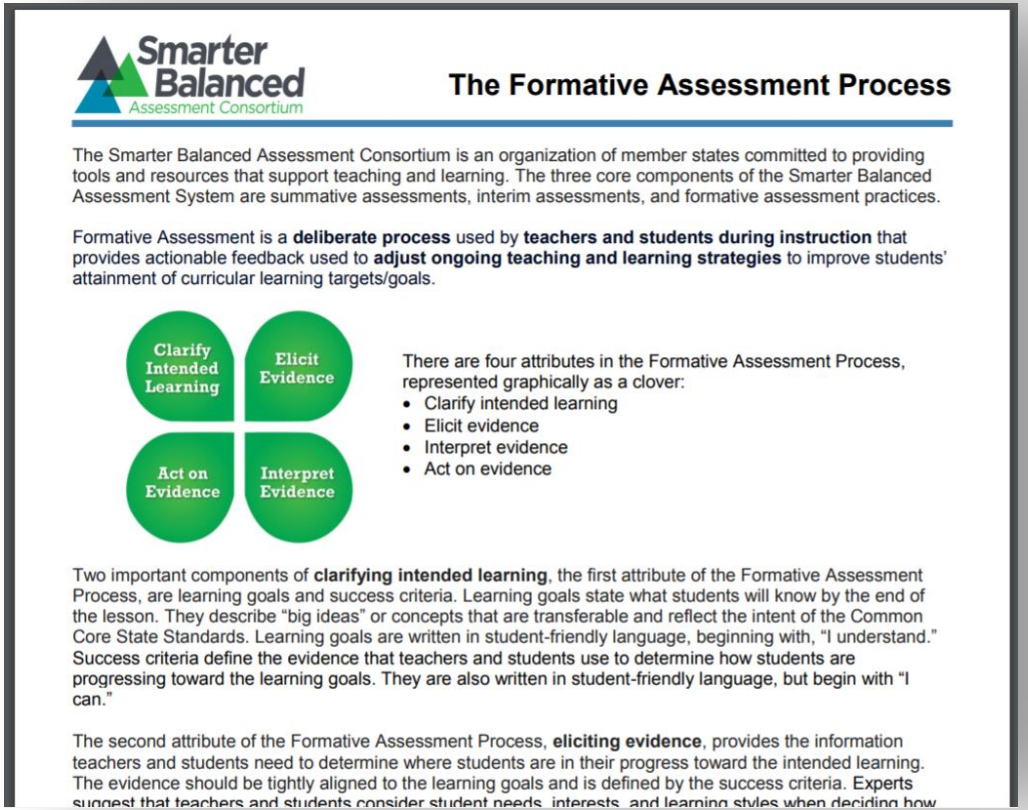

Smarter Balanced Assessment Consortium

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What is the formative assessment process?

Claim 2: Writing W.3.3c
Use temporal words and phrases to signal event order

Assessment Target: Write or revise one or more paragraphes demonstrating specific narrative strategies….Use a variety of transitional words and phrases to manage the sequence of events.

Learning Goal: (What you need to know)

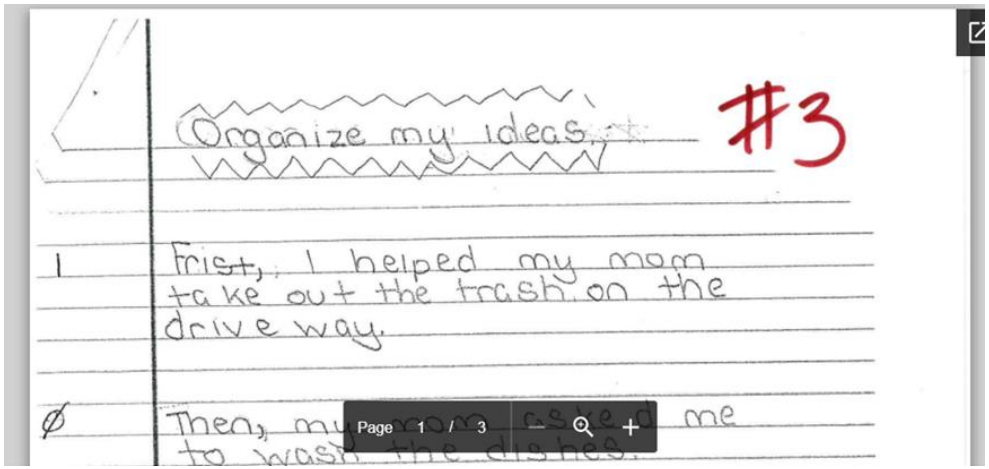
Today we will learn about words that help us to understand a sequence or order of events.….

Success Criteria: (How we know you know this)
To demonstrate understanding you'll write a short paragraph about an event that uses these words to show the order that actions happened.

What is the formative assessment process?

Evidence of learning:

- Takes a variety of formats
- Takes into account Depth of Knowledge
  i.e. Cognitive Rigor Matrix marries Blooms cognitive process and Webb's depth of knowledge
- Not graded – low risk
- For you and I to know where you are in your learning



What is the formative assessment process?

Make determinations about student learning and misconceptions

Adjust instruction

Formative Assessment Process

Help Topics

Help Topics | Glossary

Digital Library FAQs

View the Digital Library FAQs to answer your questions about the Digital Library.

Do families and students have access to the Digital Library?

Families and students cannot login to the Digital Library. There are however, resources for families and students that educators can share with them.

Finding Resources in the Digital Library

Learn how to: search, filter, and sort to find resources in the Digital Library; locate interactive modules; and favortie resources for easier access later. read more

Getting Started

View these four tutorials to get information about logging into the Digital Library for the first time, creating your own password, and completing and editing your Personal Profile.

read more

How can the Digital Library be used for professional learning?

The Digital Library includes professional learning resources to help educators integrate instruction with the Common Core State Standards (CCSS) with the formative assessment process. Educators can use these resources in an

Content Modul

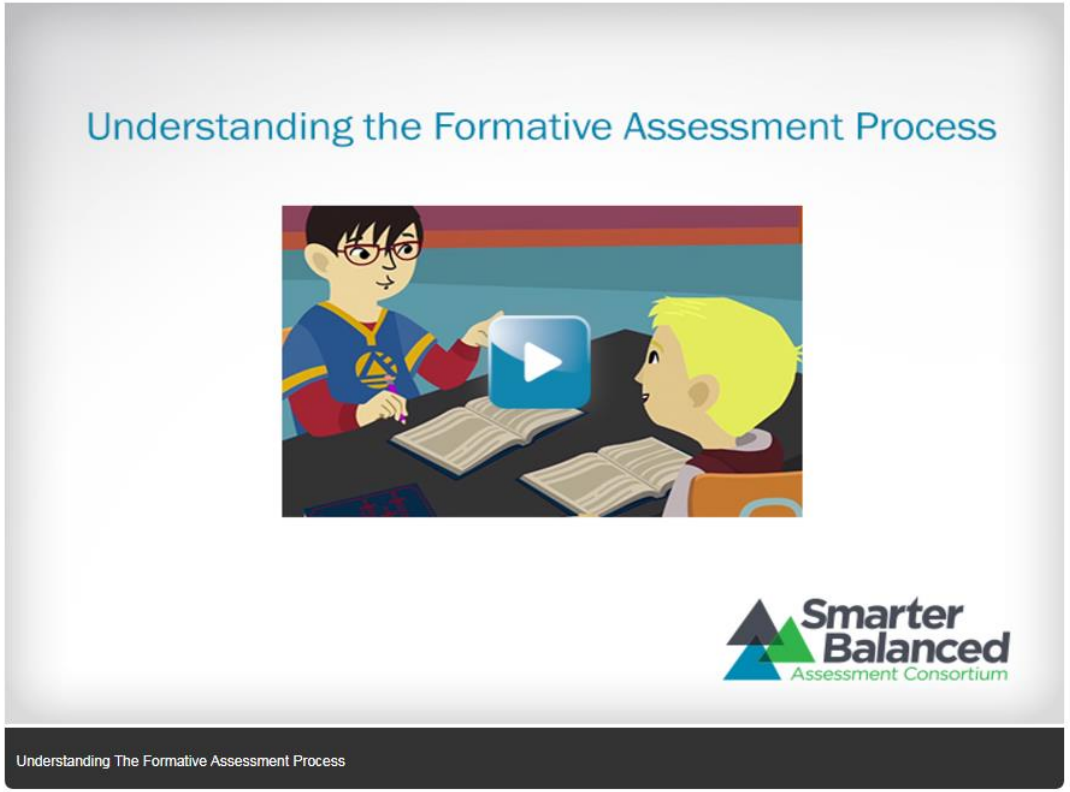
Understanding the Formative Assessment Process

PROFESSIONAL LEARNING

Add to Favorites

Author: Amplify | **Owner:** Smarter Balanced Assessment Consortium

Contributor: Smarter Balanced



Facts and usage of the Digital Library

idaho.portal.airast.org

What is the Digital Library?

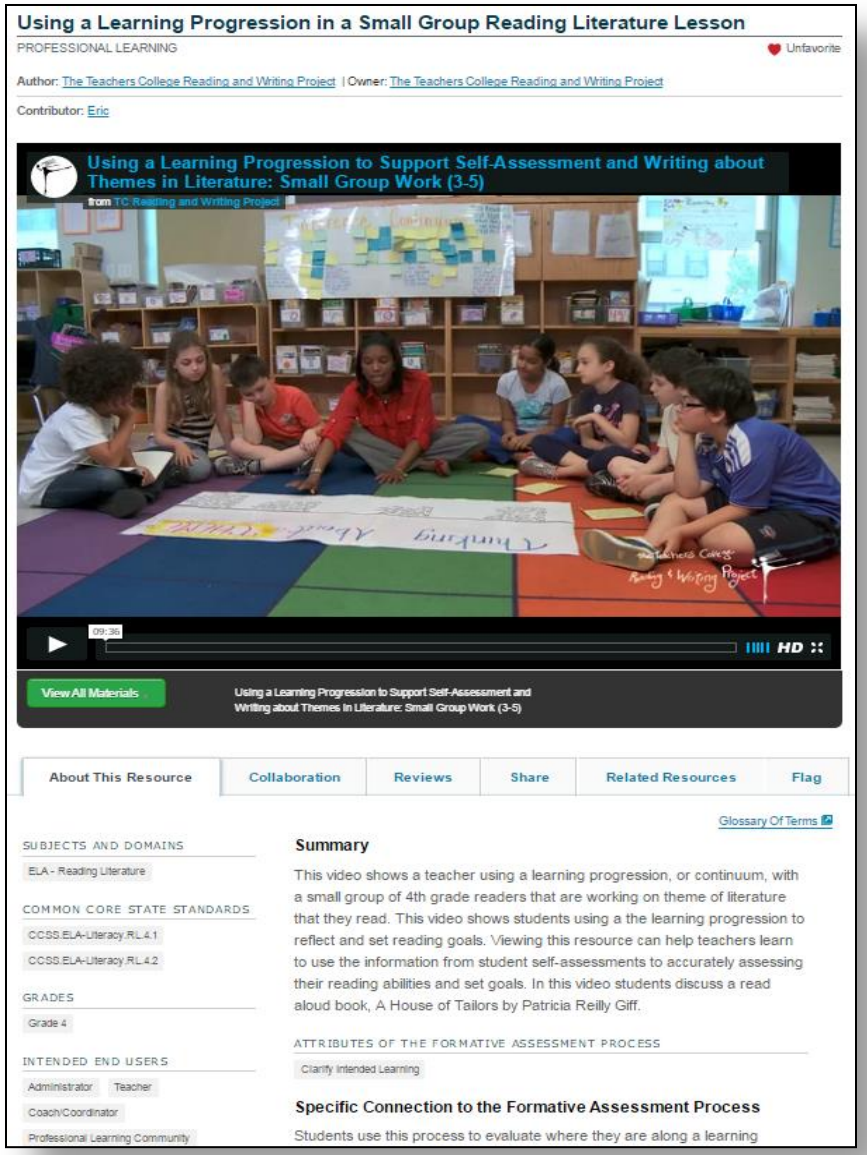
The Digital Library is an online collection of high-quality instructional and professional learning resources contributed by educators for educators. Resources …

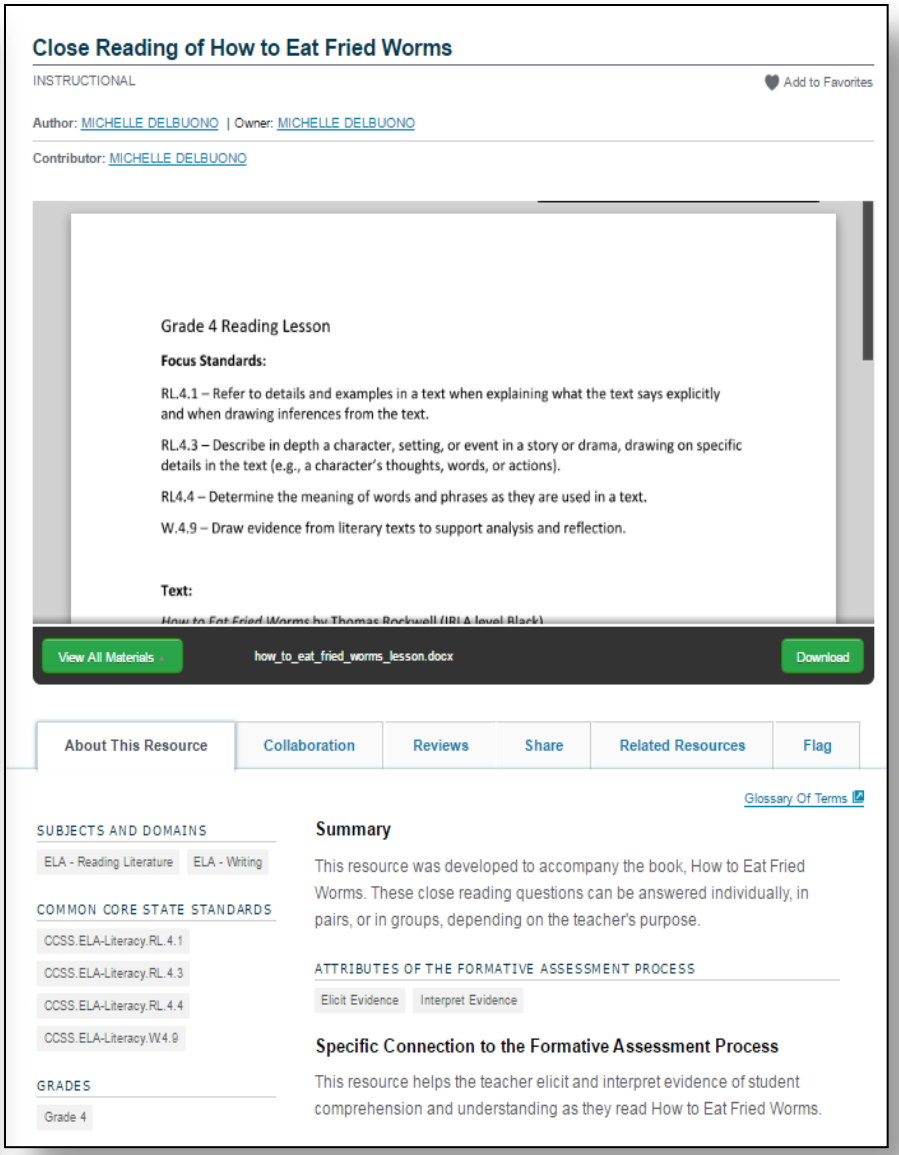
- are aligned with the intent of the Idaho Content Standards
- help educators implement the formative assessment process to improve teaching and learning.

Educators can use the materials to:

- Engage in Professional Learning Communities
- Differentiate instruction for diverse learners
- Engage students in their own learning
- Improve assessment literacy
- Design professional development opportunities
- Collaborate, comment on and rate resources and share their expertise with colleagues across the country in online discussion forums.

Professional Learning ⟷ Instructional





http://www.sde.idaho.gov/assessment/isat-cas/isat/ela.html

See the Digital Library Factsheet handout

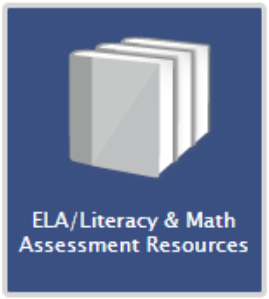
Digital Library Facts

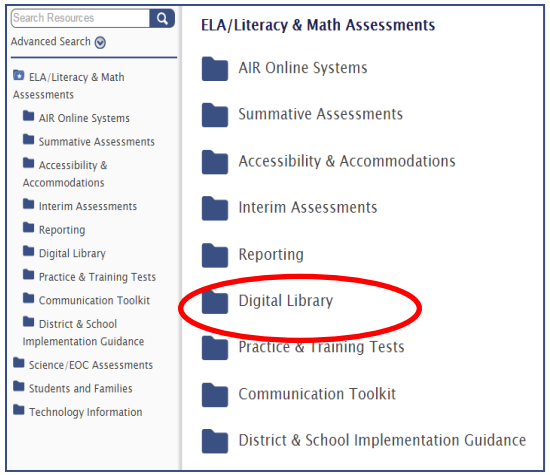
- **Instructional, professional learning, and playlist resources**
- **100 multi-media modules for ELA/literacy and math instruction**
- **State of the art tagging, filtering, search features**
- **Online discussion, collaboration features and resource ratings**
- **Contributed and reviewed by teachers**
- **All resources aligned to formative assessment process**
- **Grades K-12; ELA/literacy, Math, Science, Social Studies, more**
- **Save to Favorites**
- **Alignment to Interim and Summative assessments**

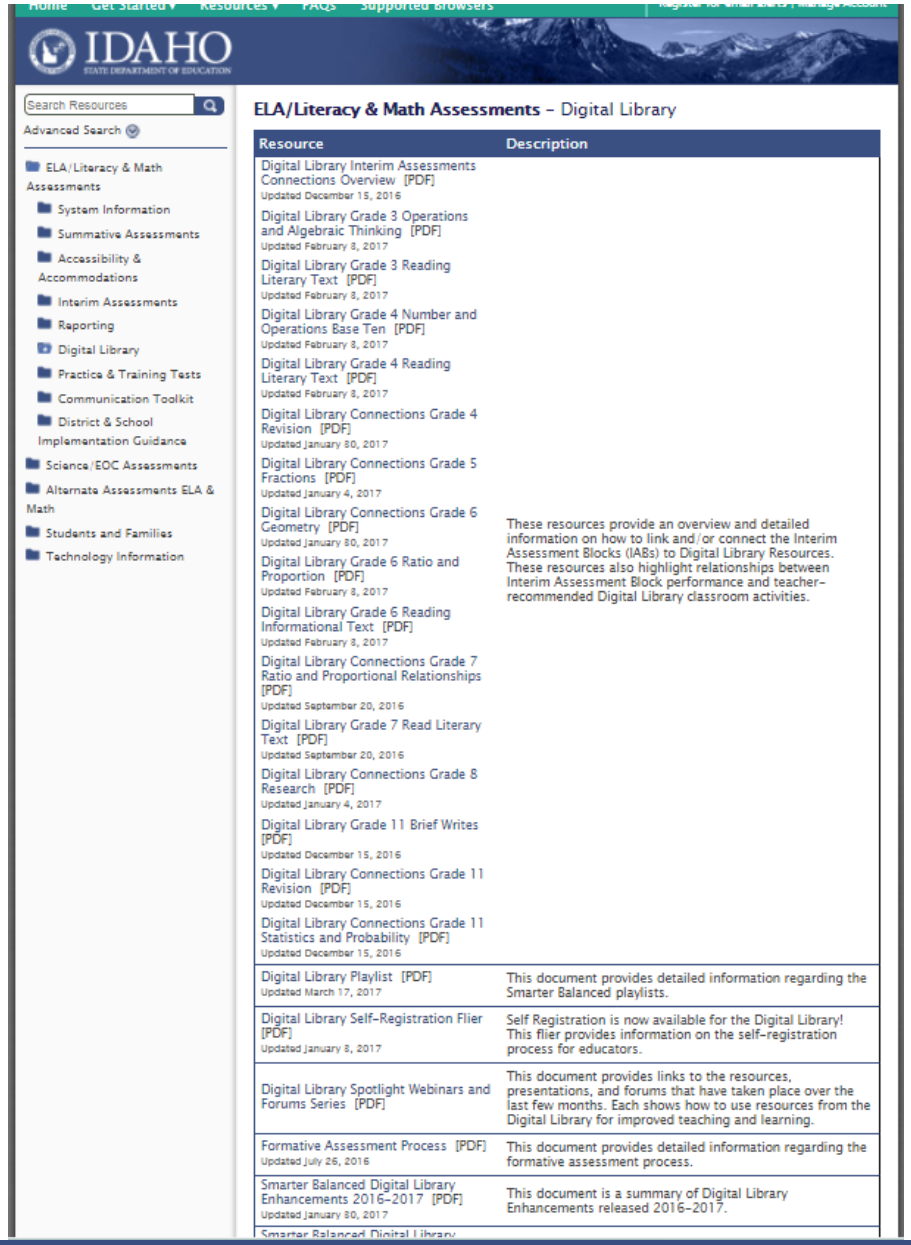
The ISAT Portal

idaho.portal.airast.org

Digital Library Resources



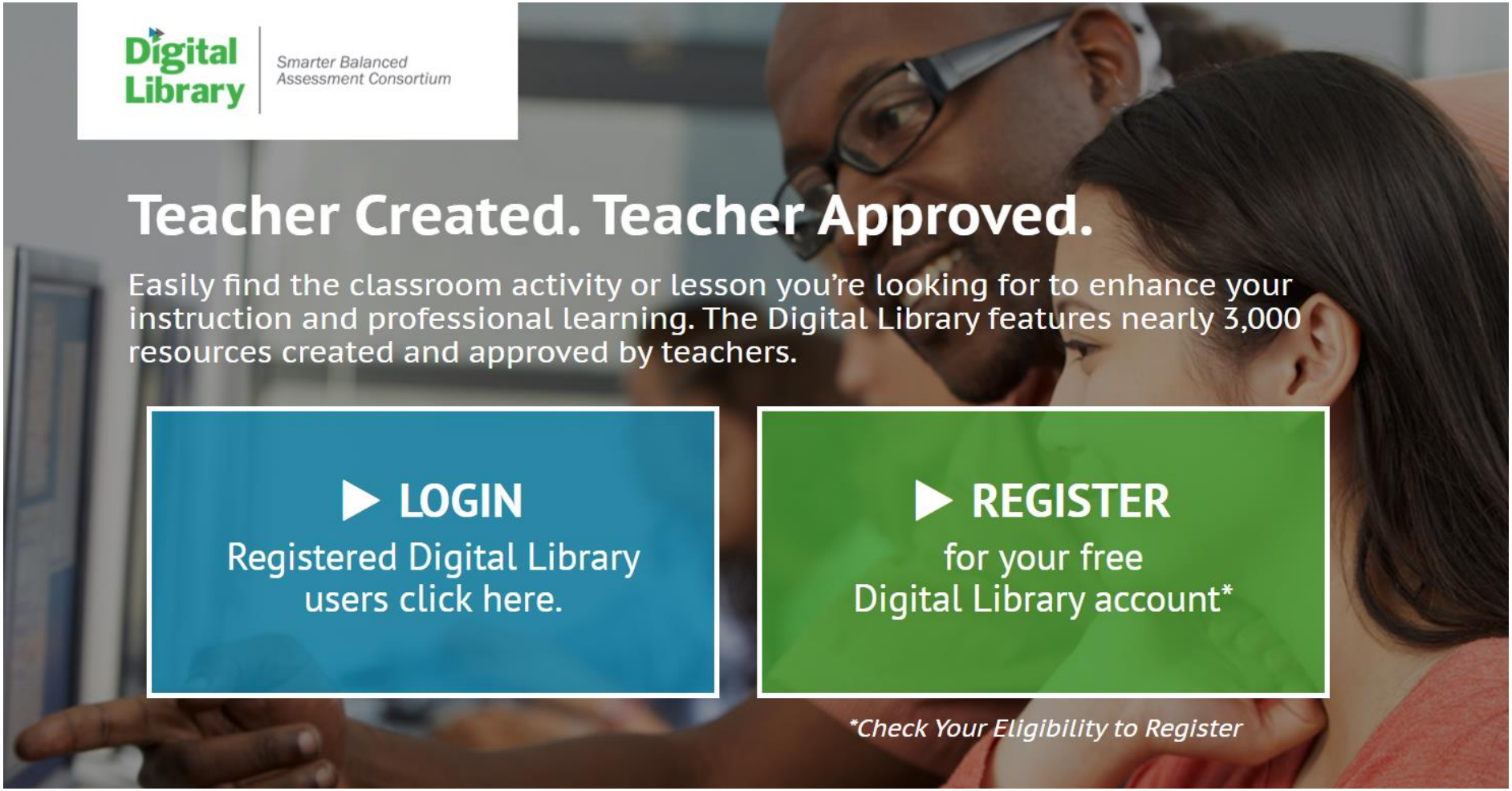




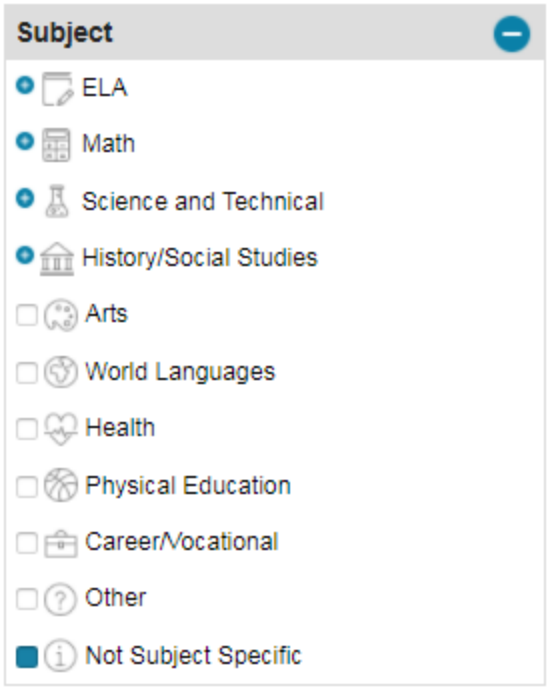
Digital Library Link

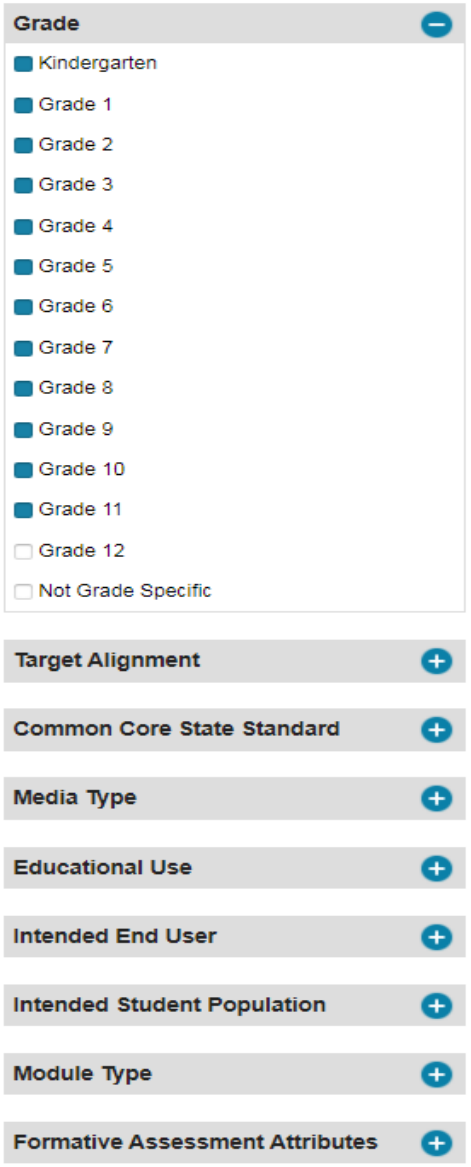
smarterbalancedlibrary.org

Prior to using the Digital Library

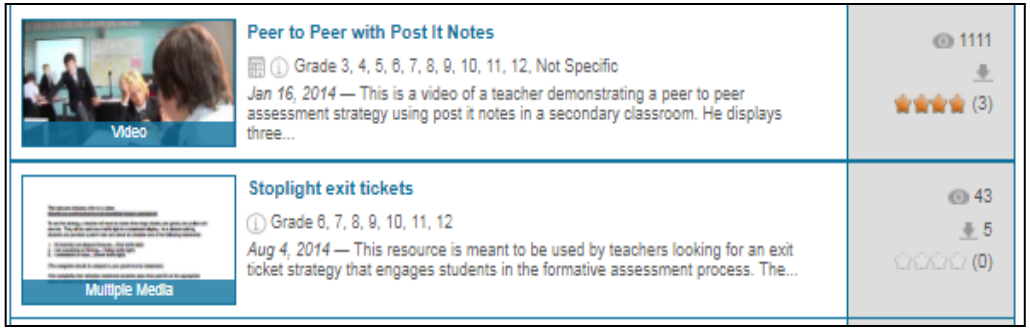


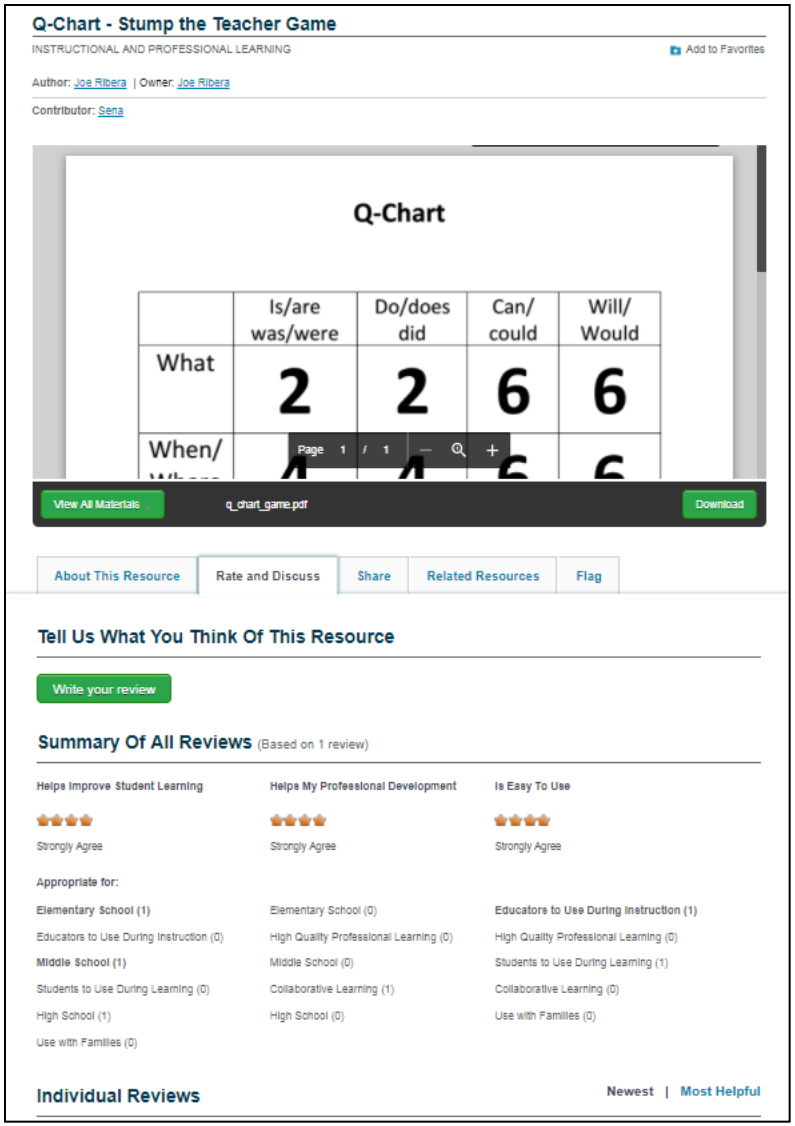
Search Fields





Rate, review, discuss, share, find related resources





Digital Library resource alignment with other parts of the ISAT system

idaho.portal.airast.org

What role does the Digital Library play in a comprehensive assessment system?

	Formative	Interim	Summative
Time Frame	Daily	Periodic and/or benchmark	End of year, course, unit
Purposes	Inform / assess for / as learning	Inform teaching	Assessment of learning
	Look forward/ plan	Look forward/ trends	Look back
Grain size	Student level	Student and class levels	Class, school, district level

How do educators use the Digital Library?

- Alignment to Interim Assessments.. Playlists.
- Model instruction of standards
- Lessons outside of designated curriculum
- Professional development
- Specialized learning / populations

Claims

Four in each content area
(3 reported in math)

Broad statements of the assessment system's learning outcomes

ELA/Literacy Claim #1
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Targets

Descriptions of evidence needed to back up the Claim

Determine the intended meanings of words ...

Grades 3 – 5 Summative Assessment Targets, Claim #1

ELA/Literacy Claim # 1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3	Grade 4	Grade 5
Literary Texts		
Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., be… dictionary), with prim… determining m… context a… demic (tier 2) voc… mon to complex … disciplines. … Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5c (DOK 1, DOK 2) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. L-4a Use sentence-level context as a clue to the meaning of a word or phrase. L-4b Determine the meaning of the new word formed when a known	Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple me…ings (academic/tier 2 wo…), based on context, word …tionships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Gr. 4 Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word …	Target 3. WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Gr. 5 Standards: RL-1 , RL-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., cause/effect …

Content Specifications, pg. 3

ELA /Literacy

Assessment targets come from the Anchor Standards

Math

Assessment targets come from the Cluster Headings

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

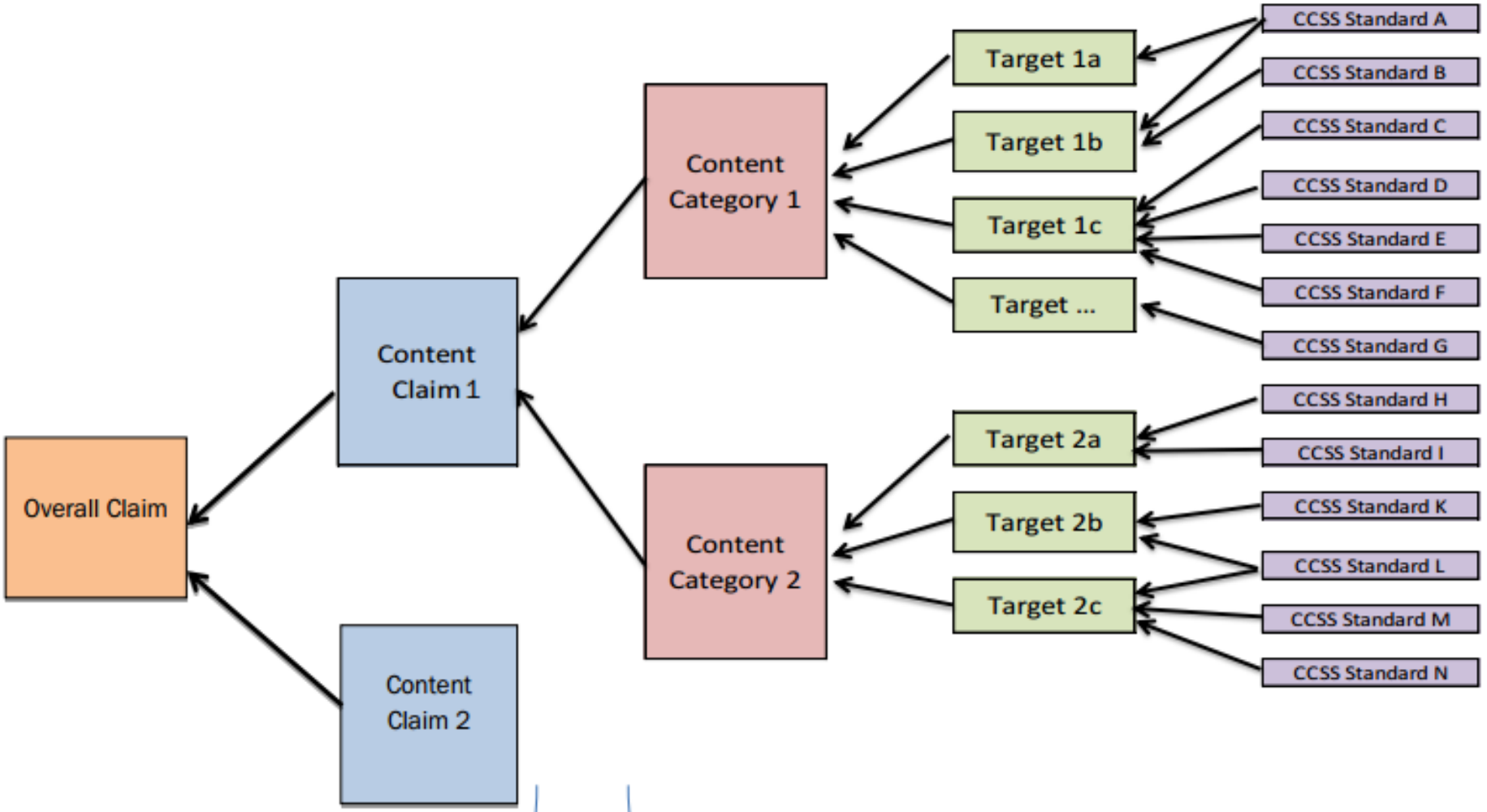
Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Claims, Content Categories, Assessment Targets, and Standards



As Teachers:

Look at current students:

- **Target** Report from summative test

Statements of evidence
Shows comparison to class average
Shows comparison to proficiency

Informational Text

Literary Text

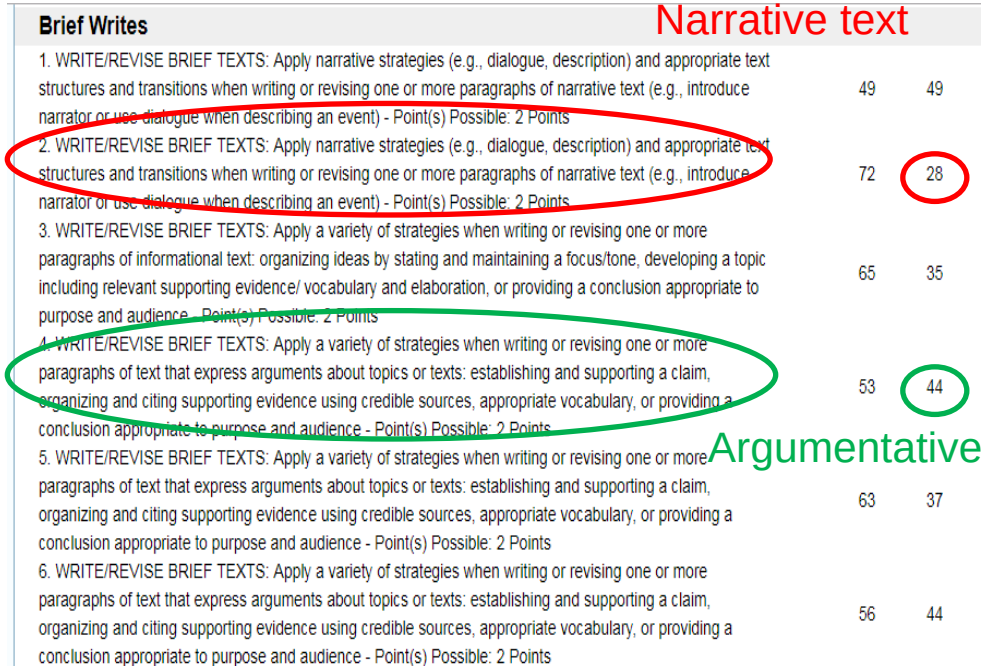
WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.

COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

A next step to get additional data

Interim Assessment Blocks: (Content Categories)

- Allow Flexibility
- Teacher administered
- Same platform and items
- Same supports and accommodations



Brief Writes		
1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator or use dialogue when describing an event) - Point(s) Possible: 2 Points	49	49
2. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator or use dialogue when describing an event) - Point(s) Possible: 2 Points	72	28
3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational text: organizing ideas by stating and maintaining a focus/tone, developing a topic including relevant supporting evidence/ vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience - Point(s) Possible: 2 Points	65	35
4. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience - Point(s) Possible: 2 Points	53	44
5. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience - Point(s) Possible: 2 Points	63	37
6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience - Point(s) Possible: 2 Points	56	44

Narrative text

Argumentative

Grades 3-7
Read Literary Texts
Read Informational Texts
Brief Writes
Revision*
Language and Vocabulary Use*
Editing*
Listen/Interpret
Research**
Performance Task

Digital Library Resources: activities to formatively “assess”

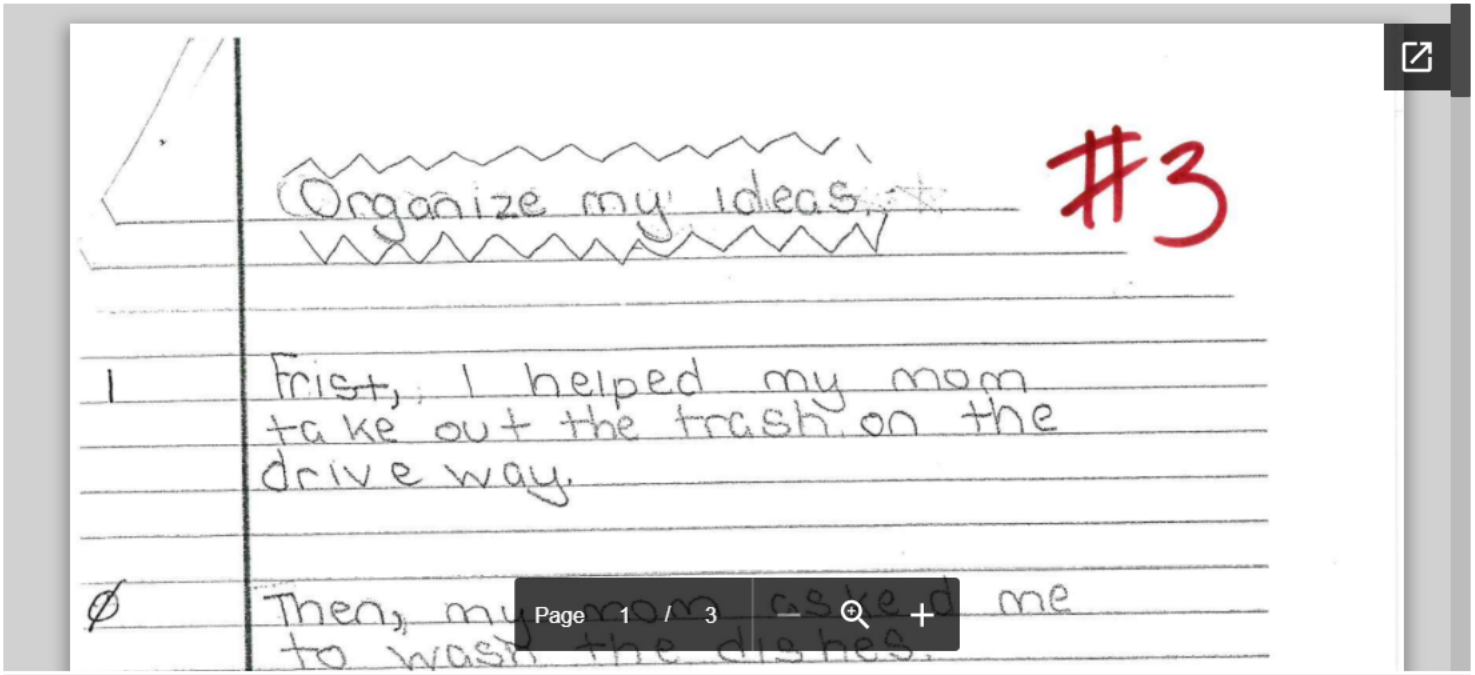
Whole Class Revisions - Narrative Writing

INSTRUCTIONAL

Add to Favorites

Author: Elizabeth Harms | Owner: Elizabeth Harms

Contributor: Elizabeth



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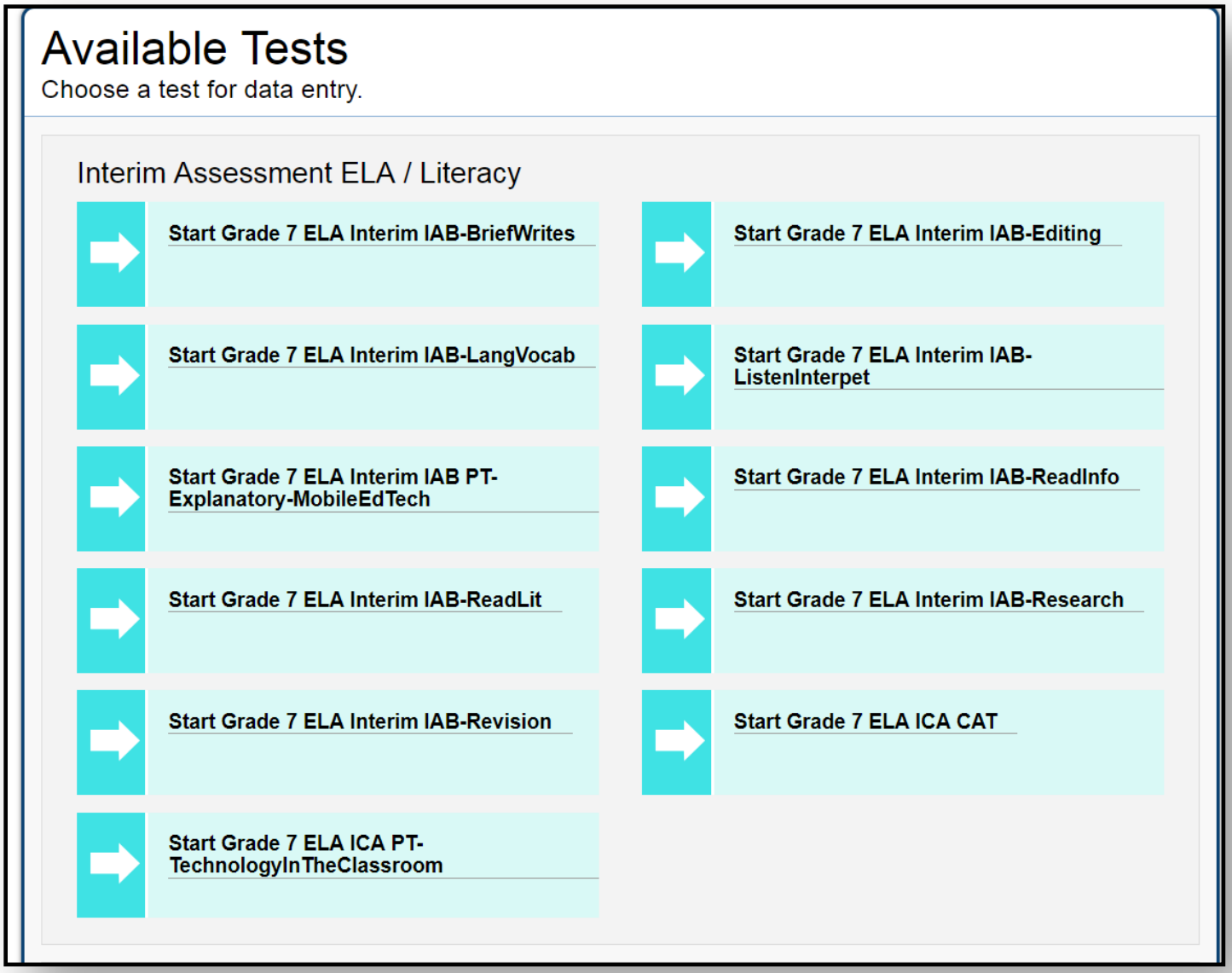
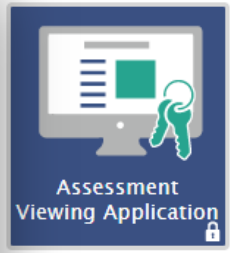
Assessment Viewing Application





Air Ways Reports: Best and Worst Items

Score,Performance and Points Earned on **Grade 5 Math Interim IAB-G** (Unassigned) of All Classes, by Student and Reporting Category: DISCOVERY ELEMENTARY SCHOOL, 2016-2017

Student	Student ID	Total	Total	5 Items on which Students Performed the Best					5 Items on which Students Performed the Worst					Total Items
			Performance	Item Numbers and Points Earned					Item Numbers and Points Earned					
				1	2	4	7	13	5	6	9	11	12	
Max Points			Above Standard	1	1	1	1	1	1	1	1	1	1	
Everyone			12% 49% 39%	0.93	0.8	0.88	0.93	0.95	0.44	0.39	0.46	0.02	0.49	
[redacted]			Above Standard	1	1	1	1	1	1	1	1	0	1	
			Above Standard	1	1	1	1	1	0	0	1	1	1	
			At/Near Standard	1	1	1	1	1	1	1	0	0	0	
			At/Near Standard	1	1	1	1	1	1	1	0	0	0	
			At/Near Standard	1	0	1	1	1	0	1	0	0	1	
			At/Near Standard	1	0	1	1	1	0	0	0	0	1	
			Above Standard	1	1	1	1	1	1	1	0	0	1	
			Above Standard	1	1	1	1	1	1	1	1	0	1	
			Above Standard	1	1	1	1	1	1	0	1	0	1	
			At/Near Standard	1	1	1	1	1	0	0	1	0	0	

Digital Library Resources: Air Ways alignment

Yeah Marsing!! Way to go!
Up 8% in ELA, 7% in Math

Frequency Distribution of Student Responses

Frequency Distribution of Points Earned for Item 8 on Grade 6 Math Interim IAB-NS:MARSING JOINT DISTRICT, 2017-2018

# of Student Responses for My School

Details

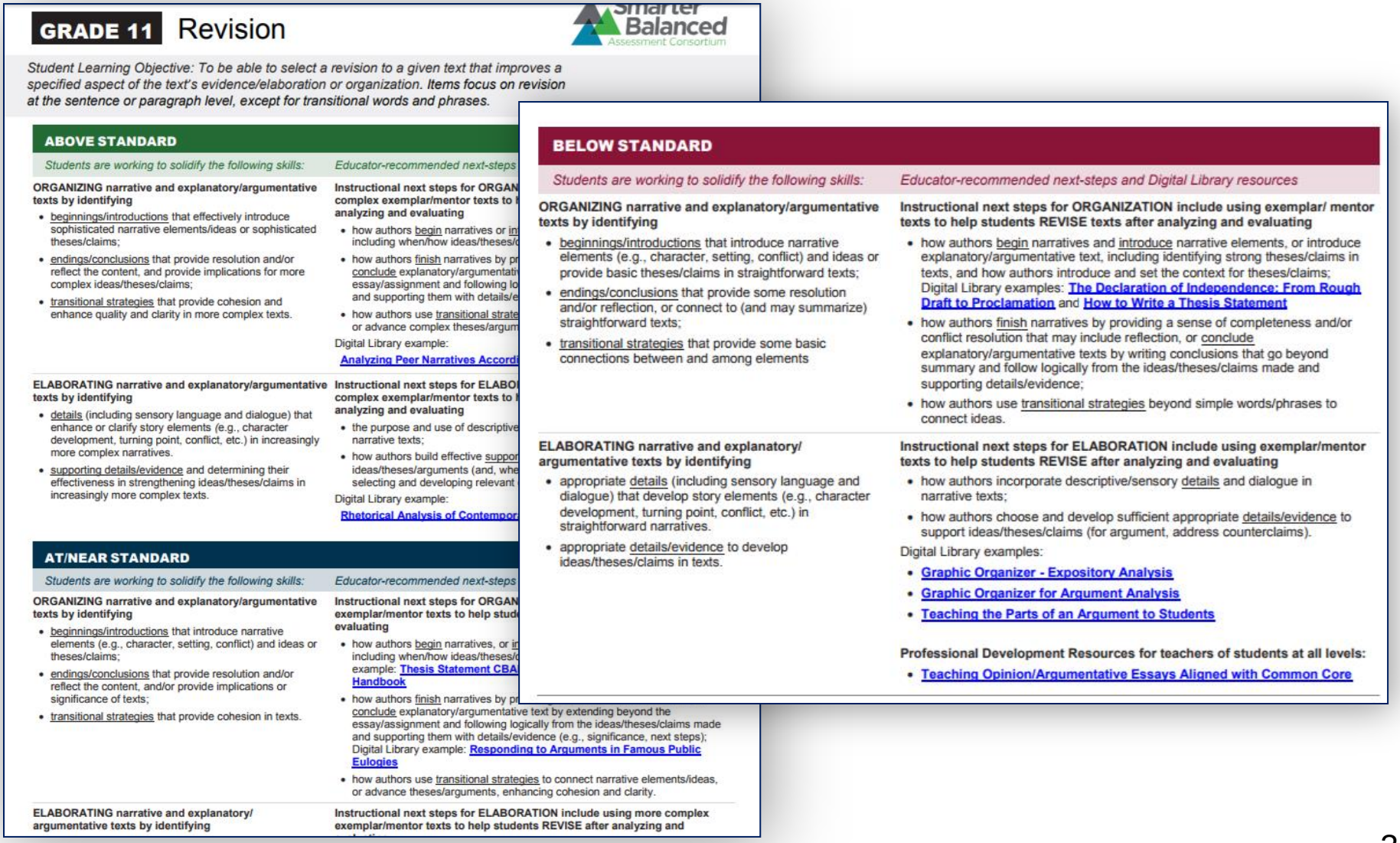
Topic: Grade 6 Math Interim IAB-NS
Item Difficulty: Difficult
Content Alignment:
Claim: *Communicating Reasoning - Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others*
Content Category: *The Number System*
Target Set: *The Number System*
Assessment Target: *Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.*

Item

8

Robin needs to determine the number of $\frac{2}{5}$-pound servings in $4\frac{2}{5}$ pounds of fish. He calculates that there are 11 servings.

Digital Library Resources: activities to formatively "assess"



GRADE 11 Revision

Smarter Balanced Assessment Consortium

Student Learning Objective: To be able to select a revision to a given text that improves a specified aspect of the text's evidence/elaboration or organization. Items focus on revision at the sentence or paragraph level, except for transitional words and phrases.

ABOVE STANDARD

Students are working to solidify the following skills:	*Educator-recommended next-steps*
ORGANIZING narrative and explanatory/argumentative texts by identifying • beginnings/introductions that effectively introduce sophisticated narrative elements/ideas or sophisticated theses/claims; • endings/conclusions that provide resolution and/or reflect the content, and provide implications for more complex ideas/theses/claims; • transitional strategies that provide cohesion and enhance quality and clarity in more complex texts.	**Instructional next steps for ORGAN complex exemplar/mentor texts to h analyzing and evaluating** • how authors begin narratives or in including when/how ideas/theses/c • how authors finish narratives by pr conclude explanatory/argumentati essay/assignment and following lo and supporting them with details/e • how authors use transitional strate or advance complex theses/argum Digital Library example: Analyzing Peer Narratives Accordi
ELABORATING narrative and explanatory/argumentative texts by identifying • details (including sensory language and dialogue) that enhance or clarify story elements (e.g., character development, turning point, conflict, etc.) in increasingly more complex narratives. • supporting details/evidence and determining their effectiveness in strengthening ideas/theses/claims in increasingly more complex texts.	**Instructional next steps for ELABO complex exemplar/mentor texts to h analyzing and evaluating** • the purpose and use of descriptive narrative texts; • how authors build effective suppor ideas/theses/arguments (and, whe selecting and developing relevant Digital Library example: Rhetorical Analysis of Contempor

AT/NEAR STANDARD

Students are working to solidify the following skills:	*Educator-recommended next-steps*
ORGANIZING narrative and explanatory/argumentative texts by identifying • beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict) and ideas or theses/claims; • endings/conclusions that provide resolution and/or reflect the content, and/or provide implications or significance of texts; • transitional strategies that provide cohesion in texts.	**Instructional next steps for ORGAN exemplar/mentor texts to help stud evaluating** • how authors begin narratives, or in including when/how ideas/theses/c example: Thesis Statement CBA Handbook • how authors finish narratives by pr conclude explanatory/argumentative text by extending beyond the essay/assignment and following logically from the ideas/theses/claims made and supporting them with details/evidence (e.g., significance, next steps); Digital Library example: Responding to Arguments in Famous Public Eulogies • how authors use transitional strategies to connect narrative elements/ideas, or advance theses/arguments, enhancing cohesion and clarity.
ELABORATING narrative and explanatory/argumentative texts by identifying	**Instructional next steps for ELABORATION include using more complex exemplar/mentor texts to help students REVISE after analyzing and**

BELOW STANDARD

Students are working to solidify the following skills:	*Educator-recommended next-steps and Digital Library resources*
ORGANIZING narrative and explanatory/argumentative texts by identifying • beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict) and ideas or provide basic theses/claims in straightforward texts; • endings/conclusions that provide some resolution and/or reflection, or connect to (and may summarize) straightforward texts; • transitional strategies that provide some basic connections between and among elements	**Instructional next steps for ORGANIZATION include using exemplar/ mentor texts to help students REVISE texts after analyzing and evaluating** • how authors begin narratives and introduce narrative elements, or introduce explanatory/argumentative text, including identifying strong theses/claims in texts, and how authors introduce and set the context for theses/claims; Digital Library examples: The Declaration of Independence: From Rough Draft to Proclamation and How to Write a Thesis Statement • how authors finish narratives by providing a sense of completeness and/or conflict resolution that may include reflection, or conclude explanatory/argumentative texts by writing conclusions that go beyond summary and follow logically from the ideas/theses/claims made and supporting details/evidence; • how authors use transitional strategies beyond simple words/phrases to connect ideas.
ELABORATING narrative and explanatory/argumentative texts by identifying • appropriate details (including sensory language and dialogue) that develop story elements (e.g., character development, turning point, conflict, etc.) in straightforward narratives. • appropriate details/evidence to develop ideas/theses/claims in texts.	**Instructional next steps for ELABORATION include using exemplar/mentor texts to help students REVISE after analyzing and evaluating** • how authors incorporate descriptive/sensory details and dialogue in narrative texts; • how authors choose and develop sufficient appropriate details/evidence to support ideas/theses/claims (for argument, address counterclaims). Digital Library examples: • Graphic Organizer - Expository Analysis • Graphic Organizer for Argument Analysis • Teaching the Parts of an Argument to Students **Professional Development Resources for teachers of students at all levels:** • Teaching Opinion/Argumentative Essays Aligned with Common Core

Interim Assessment: An integral and important component of the assessment system

A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter's comprehensive system gives educators information and tools **to improve teaching and learning**.

Smarter Balanced Assessment Consortium

DIGITAL LIBRARY

An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS

Optional and flexible tests given throughout the year to help teachers monitor student progress

SUMMATIVE ASSESSMENTS

Year-end assesments for grades 3–8 and high school with a computer adaptive test and performance tasks in math and English

Questions?

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